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ABSTRACT

This study measured the extent to which physical education student teachers demonstrated each of 39 role competencies. Eighty one college seniors were assigned to public schools for teaching experience. The student teachers, cooperating teachers, and college supervisors pretested and posttested the competency statements for each student teacher, providing the Interjuige Reliability Coefficients. It was found that the students demonstrated their mastery of the competencies through sufficiently high post-assessment scores in personal and professional attributes, and planning competencies. Tables and charts provide information on the mean competency levels for pretest and posttest assessments, and experimental, control, and combined groups. (FG)

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TEACHING COMPETENCY ASSESSMENT

AN INTERJUDGE RELIABILITY STUDY

FOR STUDENT TEACHERS

IN

PHYSICAL EDUCATION

AT

WEST CHESTER STATE COLLEGE

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OBJECTIVES:

The purpose of this study was to measure the extent to which student teachers at West Chester State College enrolled in the Physical Education program demonstrated each of the thirty nine role competencies required by their discipline. These competencies define the program which results in the issuing by the college of the Level I Instructional Certificate for Physical Education.

DATA SOURCE:

The eighty one college seniors enrolled in physical education student teaching at West Chester State College during spring of 1980 were the subjects for this study. Student teachers were assigned to public schools in the suburban Philadelphia area. Data were collected from the descriptions of each student teacher made by the student teacher, the cooperating teacher, and the college supervisor, and an external CBTE specialist approved by the Pennsylvania Department of Education.

PROCEDURE:

As part of their professional sequence and practicum student teachers were trained in the use of competency statements for assessing teaching performance. Competency statements were pre and post assessed for each student teacher for each of two seven weeks student teaching experiences by the student teacher, cooperating teacher, and college supervisor. Mean assessments were calculated for each competency statement for each kind of judge and for all judges combined. Interjudge Reliability Coefficients were calculated, using ANOVAR between the assessments for each competency between the three kinds of judges for pre and post assessments, and for all competencies and all judges combined.

A sub set of cooperating teachers (experimental group) received special training in the use of competency statements to assess teaching performance. Interjudge Reliability Coefficients for the trained cooperating teachers were compared with those of cooperating teachers who received no special training (control group).

An external CBTE specialist approved by the Pennsylvania Department of Education assessed two student teachers near the end of the second student teaching experience. An Interjudge Reliability Coefficient was calculated for the external CBTE specialist and the West Chester State College student teachers, cooperating teachers, and college supervisors.

Mean assessments were compared for competency statements judged equivalent from the West Chester competency statements with those from the PDE's "First Year Teacher Survey".

HYPOTHESES TESTED AND RESULTS:

Hypothesis I:

Students completing the West Chester State College program in Physical Education demonstrated their mastery of the published competencies through sufficiently high post assessment scores on the measuring instruments (See Appendix).

Mean performance levels for each competency for pre and post assessments, experimental, control and combined groups, student teachers, cooperating teachers, and college supervisors are reported on Tables I - XVI and Figures I - II. With 4 describing evidence of the competency at the sustained level, the most complete possible, the total mean performance levels assessed are as follows:

for pre assessment experience one, mean was 3.00;
for post assessment experience one, mean was 3.39;
for pre assessment experience two, mean was 3.37;
for post assessment experience two, mean was 3.54.

These data confirm Hypothesis I.

Hypothesis II:

Increases in the described levels of performance for each of the role competencies between pre and post assessment measures were statistically significant in each of the two student teaching experiences.

The mean performance levels gains between pre and post assessments measured by correlated t tests, degrees of freedom 39, are as follows:

between pre one and post one, $t = 4.23$, $p < .001$;
between post one and pre two, $t = .49$, $p = .32$;
between post one and pre two, $t = 3.51$, $p < .001$;
between pre one and post two, $t = 6.23$, $p < .001$.

These data confirm Hypothesis II.

Hypothesis III:

There were statistically significant amounts of agreement between the described levels of performance for each of the role competencies as measured by student teacher, cooperating teacher, and college supervisor.

The Interjudge Reliability Coefficiants calculated from analysis of variance with repreated measures (Winer, 1962) are reported on Tables I - XVI. In each of the sets of 39 comparisons very few of the coefficients are not significant beyond $p = .05$ or .01. For post assessment experience two (See Tables XIII-XVI) all the coefficients except PA13, Professional Growth Attribute, Listens to suggestions, (which could not be calculated because the assessments, so near 4, had too variance) measured significant amounts of agreement between

assessments made by student teacher, cooperating teacher, and college supervisor. The Interjudge Reliability Coefficient for the 39 competency and attribute statements combined, R = .63 was significant $p < .01$.
These data confirm Hypothesis III.

Hypothesis IV:

Training sessions in using role competency assessment for selected cooperating teachers resulted in significant increases in amounts of agreement between student teachers, college supervisors, and cooperating teachers regarding the role competencies.

As hypothesized, the mean Interjudge Reliability Coefficient gain for the experimental group, with trained cooperating teachers, was higher, 26.0 compared to the control group with untrained cooperating teachers, 4.8. The t test calculated to measure the difference, $t = 3.33$, df 33 was significant, $p < .001$ (See Figure III).
These data confirm Hypothesis IV.

Hypothesis V:

There were statistically significant amounts of agreement between assessments of levels of performance for each role competency as made by external CBTE specialists approved by the Pennsylvania Department of Education when compared to those made by WCSC student teachers, cooperating teachers, and college suprvisors.

PDE approved CBTE specialist, Dr. T. Evaul, Professor of Physical Education at Temple University, observed and post assessed two physical education student teachers near the end of their second experience. The Interjudge Reliability Coefficient between Evaul and the West Chester State College cooperating teachers, student teachers, and college supervisors, R = .67, was significant beyond $p = .01$.
These data confirm Hypothesis V.

Hypothesis VI:

There were statistically significant amounts of agreement between data collected for West Chester State College student teachers using the West Chester State College role competency statements compared to data collected using equivalent comeptency statements from the PDE's "First Year Teacher Survey".

Thirteen of the PDE's "First Year Teacher Survey" competencies were judged equivalent to the West Chester State College role competencies. When West Chester State College student teachers' levels of performance on these thirteen competencies were compared, the mean rating for the PDE competencies was 2.97; the mean for the equivalent West Chester State College competencies was 2.72 with a non significant difference $t = 1.46$, df 12, $p = .08$. The two

sets of scores had a Pearson r = .64, significant p < .01, df 24. This data confirms Hypothesis VI.

CONCLUSIONS:

The data analyzed in this study show that students completing the teacher education program in Physical Education at West Chester State College demonstrate high levels (3.54 mean) of the role competencies that define the program. Among the student teachers, the cooperating teachers, college supervisors, and external CBTE specialist, there were statistically significant high amounts of agreement about the levels of performance of the 39 competency and attribute statements.

While the amounts of agreement were already high among student teachers, cooperating teachers, and college supervisors, training the cooperating teachers caused significant increases in the amounts of agreement. The expected extremely high amounts of agreement between the post assessment for the first experience and the pre assessment for the second experience (assessments made for the same student teacher by different cooperating teachers in different schools) add further support to the validity of the process.

The pre assessment data collected after the first week of teaching, show that the students completing the three year campus sequence in teacher education are knowledgeable in the role competencies as they enter student teaching. The significant increases in performance levels for each of the two experiences are demonstrated by high mean levels of performance and significant t tests describing differences from pre to post assessments.

The significant amounts of agreement between assessments made using the PDE's "First Year Teacher Survey" and West Chester state College role competencies provided further evidence of the validity of the assessment.

PROFESSIONAL IMPLICATIONS:

Competency statements with observable defined levels of mastery are useful to describe performance and growth for individuals and programs. Such competency statements plus the pre and post assessment model provide a means for a student teacher, a classroom teacher, or supervisor to describe performance levels and growth for the individual. They also provide a means for measuring the extent to which a teacher education program delivers the competencies that define the program.

Table I

Physical Education Student Teachers PreAssessment Means and Interjudge Reliability Coefficients for First Experience

PROFESSIONAL REQUIREMENTS:	CONTROL GROUP: N= 66 df= 197				EXPERIMENTAL GROUP: N= 14 df= 41				COMBINED GROUPS: N=80 df =239				
	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	X
1 College Policies	3.83	3.86	3.56	.57**	3.93	3.79	3.36	.17	3.85	3.85	3.52	.50**	3.74
PLANNING COMPETENCIES:													
2 Daily Plans	3.38	3.61	3.36	.25**	2.71	2.21	3.43	.63**	3.26	3.36	3.38	.44**	3.33
3 Completed in Advance	3.56	3.67	3.26	.38**	3.29	2.79	3.43	.35**	3.51	3.51	3.29	.38**	3.44
4 Unit Plan First	2.76	2.95	2.82	.68**	2.57	1.93	3.29	.07	2.72	2.77	2.90	.62**	2.80
5 Behavioral Objectives	3.15	2.95	2.95	.58**	3.21	2.64	2.79	.44**	3.31	3.06	2.92	.55**	3.10
TEACHING COMPETENCIES:													
6 Knows Subject	3.33	3.32	3.03	.44**	3.71	3.57	3.29	.43**	3.40	3.36	3.07	.46**	3.28
7 Correct Oral English	3.39	3.41	3.12	.26**	3.79	3.57	3.14	.55**	3.46	3.44	3.13	.32**	3.34
8 Written English	3.35	3.26	2.76	.33**	3.57	2.50	2.00	.03	3.39	3.13	2.63	.12	3.05
9 Flexibility in Plans	2.91	2.56	1.85	.22*	2.93	2.43	1.64	.45**	2.91	2.54	1.81	.26**	2.42
10 Approp Demo Skills	2.64	2.48	2.30	.59**	3.36	2.64	2.07	.41**	2.76	2.51	2.26	.56**	2.51

df =40 p =.05, R = .26; p = .01, R = .39 df =100 p = .05, R = .16; p = .01, R = .25

* P < .05
** p < .01

Table II

Physical Education Student Teachers PreAssessment Means and Interjudge Reliability Coefficients for First Experience

TEACHING COMPETENCIES:	CONTROL GROUP: N=66 df=197				EXPERIMENTAL GROUP: N=14 df=41				COMBINED GROUP: N=80 df=239				
	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	X
11 Diagnose Approp	2.48	2.33	2.18	.53**	3.00	3.14	2.29	.37*	2.57	2.47	2.20	.51**	2.41
12 Pre-Post Test	1.29	1.12	1.05	.61**	.29	1.07	.29	.06	1.11	1.11	.91	.58**	1.04
13 Test Continuous	1.55	.97	1.06	.38**	.43	.71	.79	.13	1.35	.92	1.01	.41**	1.09
14 Learner Participation	3.21	3.18	3.14	.53**	3.43	3.64	3.29	.43**	3.25	3.26	3.16	.54**	3.22
15 Motivate Learners	2.92	2.98	2.68	.41**	3.00	3.00	2.79	.56**	2.94	2.99	2.70	.43**	2.88
16 Encourage Volunteers	3.62	3.05	2.50	32**	3.14	3.00	2.64	.48**	3.24	3.04	2.52	.34**	2.93
17 Clear Limits	2.97	3.03	2.80	.28**	3.14	3.14	3.00	.43**	3.00	3.05	2.84	.27**	2.96
18 Appropriate Control	2.91	2.95	2.77	.60**	3.50	2.86	2.86	.07	3.01	2.94	2.79	.57**	2.91
19 Self Discipline	2.70	2.32	2.39	.62**	3.07	2.36	2.71	.15	2.76	2.32	2.45	.58**	2.51
20 Safety Factors	2.88	2.71	2.14	.54**	3.64	3.14	1.71	.26*	3.01	2.79	2.06	.51**	2.62
21 Use of Facilities	3.18	2.97	2.71	.21*	3.71	2.86	2.00	.80**	3.27	2.95	2.59	.07	2.94
22 Supervises Students	3.27	2.98	2.58	.21*	3.86	3.36	2.21		3.38	3.05	2.51	.05	2.98
23 Non-sexist Non-racist	1.29	.94	1.12	.30**	1.29	1.21	1.36	.92**	1.29	.99	1.16	.52**	3.44

df=40 p=.05, R= .26 ; p=.01, R =.39
df=100 p=.05, R= .16 ; p=.01, R= .25

* p < .05
** p < .01

Table III

Physical Education Student Teachers PreAssessment Means and Interjudge Reliability Coeficients for First Experience

PERSONAL AND PROFESSIONAL ATTRIBUTES:	CONTROL GROUP: N=66 df = 197				EXPERIMENTAL GROUP: N= 14 df = 41				COMBINED GROUP: N= 80 df =239				
	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	X
PERSONAL AND PROFESSIONAL ATTRIBUTES:													
1 Appearance	3.76	3.85	3.71	.10	3.86	3.79	3.36	.20	3.77	3.84	3.65	.04	3.75
2 Voice	3.32	3.35	3.29	.78**	3.50	3.14	3.43	.59**	3.35	3.31	3.31	.76**	3.32
3 Poise	3.35	3.36	3.36	.62**	3.64	3.21	3.36	.42**	3.40	3.34	3.36	.52**	3.37
4 Rapport with Faculty	3.38	3.24	3.12	.38**	3.79	3.36	3.07	.03	3.45	3.26	3.11	.34**	3.27
5 Rapport with Students	3.45	3.55	3.26	.43**	3.79	3.43	2.93	.88**	3.51	3.52	3.20	.30**	3.41
PROFESSIONAL ATTRIBUTES:													
6 Attitude	3.67	3.79	3.36	.44**	3.93	3.79	3.57	.26*	3.71	3.79	3.40	.43**	3.63
7 Responsibility	3.77	3.80	3.26	.02	3.93	3.71	3.29	.28*	3.80	3.79	3.26	.05	3.62
8 Enthusiasm	3.45	3.47	3.05	.63**	3.79	3.43	3.14	.36*	3.51	3.46	3.06	.60**	3.34
9 Initiative	3.42	3.39	2.89	.38**	3.64	3.29	3.07	.67**	3.46	3.38	2.92	.44**	2.25
10 Judgment	3.24	3.21	2.62	.24*	3.86	3.57	2.86	.10	3.35	3.27	2.66	.25**	3.09
11 Cooperation	3.70	3.79	3.26	.21*	3.93	3.57	3.50	.43**	3.74	3.75	3.30	.23*	3.60

df=40 p= .05, R= .26; p=.01,R = .39
df=100 p =.05, R=.16; p=.01,R = .25

* p < .05
** p < .01

Table IV

Physical Education Student Teachers Pre Assessment Means and and Interjudge Reliability Coefficients for First Experience

PROFESSIONAL GROWTH:	CONTROL GROUP: N= 66			df=197	EXPERIMENTAL GROUP: N=14			df=41	COMBINED GROUP: N=80			df =239	
	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	X
12 Solicits Suggestions	3.27	3.17	2.45	..46**	3.71	3.07	2.79		3.35	3.15	2.51	.37**	3.00
13 Listens to Suggestions	3.83	3.67	3.32	.33**	4.00	3.57	3.29	.51**	3.86	3.65	3.31	.25**	2.51
14 Tries Suggestions	3.59	3.32	2.23	.10	3.93	3.21	2.14	.10	3.65	3.30	2.21	.06	3.05
15 Self Evaluation	3.56	3.02	2.58	.46**	3.64	3.29	2.36		3.57	3.06	2.54	.35**	3.06
16 Improves Self	3.24	2.76	2.36	.39**	3.71	2.92	3.07		3.32	2.79	2.31	.25**	2.81

df = 40 p = .05, R = .26; p = .01, R= .39

df =100 p = .05, R = .16; p = .01, R =.25

* p < .05
** p < .01

Table V

Physical Education Student Teachers Post Assessment Means and Interjudge Reliability Coefficients for First Experience

PROFESSIONAL REQUIREMENTS:	CONTROL GROUP: N=70 df=218				EXPERIMENTAL GROUP: N=13 df=38				COMBINED GROUPS: N=83 df=248				
	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	X
1 College Policies	2.96	3.87	3.74	.70**	4.00	3.92	3.77	.49**	3.96	3.88	3.75	.68**	3.86
PLANNING COMPETENCIES:													
2 Daily Plans	3.74	3.81	3.70	.47**	3.46	3.31	3.15	.92**	3.70	3.73	3.61	.74**	3.68
3 Completed in Advance	3.84	3.71	3.63	.72**	3.85	3.69	3.23	.71**	3.84	3.71	3.57	.72**	3.71
4 Unit Plan First	3.49	3.50	3.09	.50**	2.77	2.31	2.46	.53**	3.37	3.31	2.99	.57**	3.22
5 Behavioral Objectives	3.59	3.59	3.24	.18*	3.46	3.15	2.69	.63**	3.57	3.52	3.16	.37**	3.42
TEACHING COMPETENCIES:													
6 Knows Subject	3.79	3.37	3.46	.63**	3.69	3.62	3.38	.63**	3.77	3.41	3.45	.62**	3.54
7 Correct Oral English	3.51	3.43	3.39	.81**	3.92	3.23	3.23		3.58	3.40	3.36	.68**	3.45
8 Written English	3.51	3.26	3.46	.51**	3.77	3.3	3.15	.14	3.55	3.27	3.41	.45**	3.41
9 Flexibility in Plans	3.63	3.50	3.39	.67**	3.31	3.08	2.77	.89**	3.58	3.43	3.29	.78**	3.43
10 Approp Demo Skills	3.30	3.29	3.04	.56**	3.46	3.15	2.69	.13	3.33	3.27	2.99	.51**	3.20

df = 35 p=.05, R = .28 ; p = .01, R = .42; df 100 p = .05, R = .16; p = .01, R =.25

* p < .05
** p < .01

Table VI

Physical Education Student Teachers Post Assessment Means and Interjudge Reliability Coefficients for First Experience

TEACHING COMPETENCIES:	CONTROL GROUP: N=70 df=218				EXPERIMENTAL GROUP: N=13 df=38				COMBINED GROUP: N=83 df=248				
	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	X
11 Diagnose Appropriately	3.23	3.19	2.99	.57**	3.23	3.00	2.62	.60**	3.23	3.16	2.93	.58**	3.11
12 Pre-Post Test	2.90	2.79	2.09	.61**	1.62	2.15	1.62	.84**	2.70	2.69	2.01	.68**	2.47
13 Test Continuous	3.37	3.04	2.59	.48**	2.08	1.92	2.08	.79**	3.17	2.87	2.51	.65**	2.85
14 Learner Participation	3.69	3.51	3.40	.65**	3.62	3.54	3.08	.44**	3.67	3.52	3.35	.61**	3.51
15 Motivate Learners	3.43	3.24	3.04	.52**	3.15	3.00	2.85	.70**	3.39	3.20	3.01	.57**	3.20
16 Encourage Volunteers	3.61	3.37	3.19	.43**	3.15	2.92	2.77	.72**	3.54	3.30	3.12	.53**	3.32
17 Clear Limits	3.50	3.24	3.24	.65**	3.69	3.08	2.85	.39*	3.53	3.22	3.18	.60**	3.31
18 Approp Control	3.40	3.29	3.31	.86**	3.69	3.23	2.77	.35**	3.45	3.28	3.23	.81**	3.32
19 Self Discipline	3.29	3.14	2.84	.55**	3.38	3.00	2.77	.38*	3.30	3.12	2.83	.53**	3.08
20 Safety Factors	3.73	3.43	3.39	.51**	3.85	3.15	2.85	.33*	3.75	3.39	3.30	.48**	3.48
21 Use of Facilities	3.61	3.39	3.37	.46**	4.00	3.31	2.92	.50**	3.67	3.37	3.30	.46**	3.45
22 Supervises Students	3.66	3.41	3.37	.47**	3.85	3.31	3.00	.67**	3.69	3.40	3.31	.52**	3.47
23 Non-sexist Non-racist	2.74	2.26	2.16	.53**	2.38	2.23	2.46	.36*	3.69	2.25	2.20	.50**	2.38

df =19 p = .05, R = .30; p = .01, R = .49
df =100 p= .05, R = .16; p = .01, R = .25

* p <.05
** p <.01

Table VII

Physical Education Student Teachers Post Assessment Means and Interjudge Reliability Coefficients for First Experience

PERSONAL AND PROFESSIONAL ATTRIBUTES:	CONTROL GROUP: N= 70 df=218				EXPERIMENTAL GROUP: N=13 df=38				COMBINED GROUP: N=83 df=248				
	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	X
PERSONAL AND PROFESSIONAL ATTRIBUTES:													
1 Appearance	3.97	3.83	3.79	.37**	4.00	4.00	3.62	.80**	3.98	3.86	3.76	.31**	3.87
2 Voice	3.61	3.43	3.33	.75**	3.62	3.31	3.15	.54**	3.61	3.41	3.30	.72**	3.44
3 Poise	3.67	3.51	3.36	.71**	3.85	3.62	3.15	.38*	3.70	3.53	3.33	.67**	3.51
4 Rapport with Faculty	3.73	3.67	3.53	.71**	3.85	3.69	3.92	.60**	3.75	3.67	3.43	.67**	3.62
5 Rapport with Students	3.86	3.66	3.54	.47**	3.85	3.69	3.23	.59**	3.86	3.66	3.49	.50**	3.67
PROFESSIONAL ATTRIBUTES:													
6 Attitude	3.87	3.76	3.73	.46**	3.92	3.77	3.38	.51**	3.88	3.76	3.67	.47**	3.77
7 Responsibility	3.87	3.77	3.66	.51**	3.85	3.69	3.00	.24	3.87	3.76	3.55	.44*	3.73
8 Enthusiasm	3.60	3.34	3.34	.72**	3.54	3.38	2.69	.49**	3.59	3.35	3.24	.68**	3.39
9 Initiative	3.66	3.49	3.30	.47**	3.69	3.46	2.92	.56**	3.66	3.48	3.24	.48**	3.46
10 Judgment	3.66	3.36	3.46	.45**	3.77	3.62	3.00	.08	3.67	3.40	3.39	.28**	3.49
11 Cooperation	3.90	3.81	3.83	.33**	3.92	3.54	3.31	.04	.390	3.77	3.75	.28**	3.81

df=35 p=.05, R= .28; p = .01, R = .42; df 100 p = .05, R = .16; p = .01, R = .25

* p < .05
** p < .01

Table VIII

Physical Education Student Teachers Post Assessment Means and and Interjudge Reliability Coefficients for First Experience

PROFESSIONAL GROWTH:	CONTROL GROUP: N=70 df=218				EXPERIMENTAL GROUP: N=13 df=38				COMBINED GROUP: N=83 df=248				
	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	X
12 Solicits Suggestions	3.77	3.54	2.99	.03	3.54	3.62	2.92	.39*	3.73	3.55	2.98	.08	3.42
13 Listens to Suggestions	3.97	3.91	3.86	.08	4.00	3.77	3.00	.57**	3.98	3.89	3.72	.07	3.86
14 Tries Suggestions	3.90	3.81	3.14	.10	3.92	3.69	2.92	.93**	3.90	3.80	3.11	.21*	3.60
15 Self Evaluation	3.53	3.49	3.11	.56**	3.62	3.62	2.31		3.54	3.51	3.01	.33**	3.35
16 Improves Self	3.59	3.47	3.07	.42**	3.54	3.46	2.38	.56**	3.58	3.48	2.96	.29**	3.34

df = 35 p = .05, R= .28; p = .01, R = .42; df = 100 p = .05, R = .01, R = .25

* p < .05
** p < .01

Table IX

Physical Education Student Teachers Pre Assessment Means and Interjudge Reliability Coefficients for Second Experience

PROFESSIONAL REQUIREMENTS:	CONTROL GROUP: N=49 df=146				EXPERIMENTAL GROUP: N=10 df=29				COMBINED GROUPS: N=59 df=176				
	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	X
1 College Policies	3.90	3.92	3.88	.40	4.00	3.90	3.40	.19	3.92	3.92	3.79	.31	3.88
PLANNING COMPETENCIES:													
2 Daily Plans	3.84	3.63	3.67	.34**	3.20	3.00	3.80	.42*	3.73	3.53	3.69	.39**	3.65
3 Completed in Advance	3.80	3.65	3.67	.22*	3.90	3.30	3.80	.45*	3.81	3.59	3.69	.25**	3.70
4 Unit Plan First	3.39	3.24	2.85	.63*	2.30	3.00	2.60	.79**	3.22	3.20	2.81	.68**	3.08
5 Behavioral Objectives	3.73	3.27	3.56	.24*	3.50	2.80	3.30	.78**	3.69	3.27	3.52	.52**	3.49
TEACHING COMPETENCIES:													
6 Knows Subject	3.51	3.45	3.66	.32**	3.90	3.70	3.40	.78**	3.63	3.49	3.57	.42**	3.56
7 Correct Oral English	3.47	3.51	3.35	.75**	3.70	3.50	3.60	.18	3.51	3.51	3.40	.69**	3.47
8 Written English	3.65	3.45	3.54	.58**	3.90	3.20	3.30	.45*	3. 69	3.41	3.50	.54**	3.53
9 Flexibility in Plans	3.59	3.10	2.65	.49**	3.50	3.00	2.70	.37*	3.58	3.08	2.66	.46**	3.53
10 Approp Demo Skills	3.00	3.02	2.33	.61**	3.10	2.70	2.40	.57**	3.02	2.97	2.34	.60**	2.78

df=29 p =.05, R= .30 ;p = .01, R = .49 df =100 p = .05, R = .16; p = .01, R = .25

* p < .05
** p < .01

Table X

Physical Education Student Teachers Pre Assessment Means and Interjudge Reliability Coefficients for Second Experience

TEACHING COMPETENCIES:	CONTROL GROUP: N=49 df=146				EXPERIMENTAL GROUP: N=10 df=29				COMBINED GROUP: N=59 df= 176				
	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	X
11 Diagnose Appropriately	3.14	2.86	2.35	.55**	2.90	2.40	2.60	.52**	3.10	2.78	2.40	.54**	2.76
12 Pre-Post Test	2.22	2.02	1.38	.61**	2.40	1.70	1.20	.65**	2.25	1.97	1.34	.61**	1.85
13 Test Continuous	2.41	2.02	2.02	.55**	1.80	1.70	2.20	.77**	2.31	3.41	2.05	.61**	2.11
14 Learner Participation	3.57	3.37	3.44	.09	3.90	3.60	2.90	.60**	3.63	3.20	3.34	.25**	3.46
15 Motivate Learners	3.45	3.22	3.29	.36**	3.50	3.10	3.40	.83**	3.64	3.17	3.31	.50**	3.32
16 Encourage Volunteers	3.37	3.14	3.23	.55**	3.60	3.30	3.40	.79**	3.41	3.15	3.26	.59**	3.28
17 Clear Limits	3.45	3.12	3.13	.66**	3.60	3.30	3.60	.86**	3.47	3.24	3.21	.69**	3.28
18 Approp Control	3.43	3.22	3.38	.71**	3.30	3.30	3.10	.26	3.41	3.14	3.33	.61**	3.33
19 Self Discipline	3.35	3.12	3.02	.65**	3.60	3.20	3.10	.17	3.39	3.14	3.03	.61**	3.19
20 Safety Factors	3.59	3.14	2.75	.23*	2.40	2.80	2.00	.74**	3.39	3.08	2.62	.50**	3.03
21 Use of Facilities	3.53	3.43	3.10	.31**	3.60	3.90	2.20		3.54	3.51	2.95	.04**	3.33
22 Supervises Students	3.61	3.39	3.21	.45**	3.90	3.70	1.80	.31*	3.66	3.44	2.97	.31**	3.36
23 Non-sexist Non-racist	2.35	1.84	1.71	.36**	1.40	1.50	2.40	.65**	2.19	1.78	1.83	.42**	1.93

df = 19 p = .05, R = .30; p = .01, R = .49 df = 100 p = .05, R = .16; p = .01, R = .25

* p < .05
** p < .01

Table XI

Physical Education Student Teachers Pre Assessment Means and Interjudge Reliability Coefficients for Second Experience

PERSONAL AND PROFESSIONAL ATTRIBUTES:	CONTROL GROUP: N=49 df=146				EXPERIMENTAL GROUP: N=10 df=29				COMBINED GROUP: N=59 df=176				
	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	X
PERSONAL AND PROFESSIONAL ATTRIBUTES:													
1 Appearance	4.00	3.78	3.83	.29**	4.00	3.80	3.80	.80**	3.92	3.78	3.83	.43**	3.84
2 Voice	3.60	3.35	3.54	.55**	3.60	3.40	3.40	.85**	3.64	3.36	3.52	.61**	3.51
3 Poise	3.90	3.41	3.60	.69**	3.90	3.80	3.10	.46**	3.73	3.47	3.52	.64**	3.57
4 Rapport with Faculty	3.70	3.41	2.54	.62**	3.70	2.90	2.40	.23	3.53	3.32	2.52	.57**	3.12
5 Rapport with Students	3.90	3.43	3.52	.54**	3.90	3.60	3.60	.59**	3.73	3.46	3.53	.54**	3.57
PROFESSIONAL ATTRIBUTES:													
6 Attitude	3.90	3.69	3.90	.27**	3.90	3.70	3.80	.02	3.90	3.69	3.88	.20*	3.83
7 Responsibility	3.80	3.71	3.79	.57**	3.80	3.70	3.40	.70**	3.81	3.71	3.72	.62**	3.75
8 Enthusiasm	3.70	3.43	3.56	.59**	3.70	3.40	3.50	.68**	3.71	3.42	3.55	.61**	3.56
9 Initiative	3.88	3.43	3.52	.58**	3.80	3.60	3.40	.81**	3.75	3.46	3.50	.64**	3.57
10 Judgment	3.80	3.63	3.63	.44*	3.80	3.80	3.80	.99**	3.75	3.66	3.66	.35**	3.69
11 Cooperation	4.00	3.73	3.88	.34**	4.00	3.80	4.00	.99**	3.98	3.75	3.90	.31**	3.87

df = 19 p = .05, R = .30; p = .01, R = .49 df = 100 p = .05, R = .16; p = .01, R = .25

* p < .05
** p < .01

15

Table XII Physical Education Student Teachers for Pre Assessment Means and and Interjudge Reliability Coefficients for Second Experience

PROFESSIONAL GROWTH:	CONTROL GROUP: N=49 df=146 S.T.	C.T.	SUP.	R	EXPERIMENTAL GROUP: N=10 df=29 S.T.	C.T.	SUP.	R	COMBINED GROUP: N=59 df=176 S.T.	C.T.	SUP.	R	X
12 Solicits Suggestions	3.70	3.41	3.04	.19*	3.70	3.40	3.90	.45**	3.76	3.41	3.19	.09	3.45
13 Listens to Suggestions	4.00	3.73	3.73	.09	4.00	3.90	4.00	.99**	3.93	3.76	3.78	.12	3.82
14 Tries Suggestions	4.00	3.65	3.31	.13	4.00	3.70	3.70	.78**	3.86	3.66	3.38	.23*	3.63
15 Self Evaluation	3.80	3.22	3.04	.50**	3.80	3.60	3.30	.85**	3.64	3.29	3.09	.56**	3.34
16 Improves Self	3.80	3.22	3.15	.29**	3.80	3.30	3.20	.24	3.63	3.24	3.16	.20*	3.34

df 29 p = .05, R = .30; p = .01, r = .49

df100 p = .05, R = .16; p = .01, R = .25

* p < .05
** p < .01

Table XIII

Physical Education Student Teachers Post Assessment Means and Interjudge Reliability Coefficients for Second Experience

PROFESSIONAL REQUIREMENTS:	CONTROL GROUP: N=67 df=200				EXPERIMENTAL GROUP: N=14 df=41				COMBINED GROUPS: N=81 df =242				
	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	X
1 College Policies	3.99	3.85	3.73	.32**	4.00	3.86	3.86	.11	3.99	3.85	3.75	.24*	3.86
PLANNING COMPETENCIES:													
2 Daily Plans	3.90	3.76	3.70	.68**	3.57	3.86	3.79	.58**	3.84	3.78	3.72	.64**	3.78
3 Completed in Advance	3.90	3.73	3.52	.57**	3.71	3.86	3.43	.65**	3.86	3.75	3.51	.59**	3.71
4 Unit Plan First	3.75	3.64	3.27	.44**	3.79	3.57	3.14	.87**	3.75	3.63	3.25	.61**	3.54
5 Behavioral Objectives	3.72	3.70	3.52	.59**	3.79	3.71	3.50	.92**	3.73	3.70	3.52	.70**	3.65
TEACHING COMPETENCIES:													
6 Knows Subject	3.88	3.61	3.49	.58**	3.79	3.79	3.36	.63**	3.86	3.64	3.47	.59**	3.66
7 Correct Oral English	3.64	3.57	3.42	.64**	3.79	3.71	3.57	.57**	3.67	3.59	3.44	.64**	3.57
8 Written English	3.70	3.64	3.55	.75**	3.86	3.50	3.79	.42**	3.73	3.62	3.59	.69**	3.65
9 Flexibility in Plans	3.70	3.55	3.42	.47**	3.86	3.71	3.50	.47**	3.73	3.58	3.43	.47**	3.58
10 Approp Demo Skills	3.66	3.39	3.13	.67**	3.71	3.43	2.93	.60**	3.67	3.40	3.10	.66**	3.39

df = 40 p = .05, R = .26; p = .01, R = .39 df = 100 p = .05, R = .16; p = .01, R = .25

* p <.05
** p <.01

Table XIV

Physical Education Student Teachers Post Assessment Means and Interjudge Reliability Coefficients for Second Experience

TEACHING COMPETENCIES:	CONTROL GROUP: N=67 df=200				EXPERIMENTAL GROUP: N=14 df=41				COMBINED GROUP: N=81 df=242				
	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	X
11 Diagnose Appropriately	3.63	3.22	2.97	.65**	3.57	3.43	2.57	.39**	3.62	3.26	2.90	.60**	3.26
12 Pre-Post Test	2.73	2.75	2.72	.69**	2.71	2.43	2.43	.75**	2.73	2.69	2.67	.70**	2.70
13 Test Continuous	3.25	3.10	3.15	.43**	2.57	2.79	2.93	.60**	3.14	3.05	3.11	.49**	3.10
14 Learner Participation	3.75	3.57	3.54	.67**	3.93	3.64	3.50	.36**	3.78	3.58	3.53	.61**	3.63
15 Motivate Learners	3.72	3.48	3.43	.60**	3.50	3.21	3.29	.78**	3.68	3.43	3.41	.66**	3.51
16 Encourage Volunteers	3.72	3.54	3.49	.75**	3.86	3.71	3.43	.64**	3.74	3.57	3.48	.73**	3.60
17 Clear Limits	3.69	3.45	3.43	.82**	3.14	3.50	3.21	.55**	3.59	3.46	3.40	.74**	3.48
18 Approp Control	3.67	3.46	3.37	.80**	3.43	3.50	3.43	.73**	3.63	3.47	3.38	.78**	3.49
19 Self Discipline	3.57	3.34	3.10	.84**	3.36	3.36	3.21	.85**	3.53	3.35	3.12	.84**	3.33
20 Safety Factors	3.78	3.42	3.36	.79**	3.79	3.36	3.21	.13	3.78	3.41	3.33	.73**	3.51
21 Use of Facilities	3.82	3.46	3.39	.43**	3.86	3.64	3.00	.64**	3.83	3.49	3.32	.31**	3.55
22 Supervises Students	3.85	3.58	3.36	.47**	3.93	3.57	3.21	.03	3.86	3.58	3.33	.39**	3.59
23 Non-sexist Non-racist	2.90	2.63	2.66	.67**	2.43	2.57	2.36	.35*	2.81	2.63	2.60	.62**	2.68

df = 40 p = .05, R = .26; p = .01, R = .39 df = 100 p = .05, R = .16; p = .01, R = .25

* p < .05
** p < .01

Table XV

Physical Education Student Teachers Post Assessment Means and Interjudge Reliability Coefficients for Second Experience

PERSONAL AND PROFESSIONAL ATTRIBUTES:	CONTROL GROUP: N=67 df=200				EXPERIMENTAL GROUP: N=14 df=41				COMBINED GROUP: N=81 df=242				
	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	X
PERSONAL AND PROFESSIONAL ATTRIBUTES:													
1 Appearance	3.96	3.81	2.79	.29**	4.00	3.93	3.83	.11	3.96	3.83	3.81	.30**	3.87
2 Voice	3.78	3.58	3.43	.68**	3.86	3.64	3.59	.66**	3.79	3.59	3.47	.68**	3.62
3 Poise	3.84	3.60	3.49	.75**	3.86	3.74	3.63	.86**	3.84	3.63	3.51	.77**	3.66
4 Rapport with Faculty	3.78	3.63	3.73	.77**	3.93	3.64	3.63	.75**	3.80	3.63	3.73	.77**	3.72
5 Rapport with Students	3.91	3.69	3.76	.82**	4.00	3.71	3.69	.50**	3.93	3.69	3.72	.77**	3.78
PROFESSIONAL ATTRIBUTES:													
6 Attitude	3.93	3.75	3.79	.73**	3.93	3.71	3.74	.84**	3.93	3.74	3.78	.75**	3.82
7 Responsibility	3.93	3.72	3.81	.56**	4.00	3.93	3.75	.28*	3.94	3.75	3.79	.53**	2.69
8 Enthusiasm	3.78	3.55	3.52	.83**	3.71	3.50	3.54	.89**	3.77	3.54	3.49	.85**	3.60
9 Initiative	3.87	3.63	3.57	.74**	3.71	3.86	3.67	.49**	3.84	3.67	3.53	.69**	3.68
10 Judgment	3.81	3.66	3.63	.75**	3.86	3.79	3.68	.47**	3.81	3.68	3.60	.70**	3.70
11 Cooperation	3.96	3.84	3.96	.59**	4.00	3.93	3.85	.64**	3.96	3.85	3.94	.59**	3.92

df =40 p =.05, R = .26; p = .01, R = .39 df = 100 p = .05, R = .16; p = .01, R = .25

* p < .05
** p < .01

Table XVI

Physical Education Student Teachers Post Assessment Means and and Interjudge Reliability Coefficients for Second Experience

PROFESSIONAL GROWTH:	CONTROL GROUP: N=67 S.T.	C.T.	SUP.	df=200 R	EXPERIMENTAL GROUP: N=14 S.T.	C.T.	SUP.	df=41 R	COMBINED GROUP: N=81 S.T.	C.T.	SUP.	df=242 R	$\bar{X}$
12 Solicits Suggestions	3.88	3.63	3.64	.64**	3.64	3.43	3.59	.73**	3.84	3.59	3.64	.66**	3.69
13 Listens to Suggestions	3.99	3.85	3.99		4.00	3.64	3.81		3.99	3.81	3.99		3.93
14 Tries Suggestions	3.93	3.81	3.64	.37**	3.95	3.64	3.78	.24	3.93	3.78	3.72	.25**	3.81
15 Self Evaluation	3.78	3.69	3.25	.45**	3.79	3.29	3.62	.64**	3.78	3.62	3.26	.51**	3.55
16 Improves Self	3.82	3.59	3.28	.55**	3.57	3.36	3.53	.58**	3.78	3.53	3.23	.56**	3.51

df = 40 p = .05, R = .26; p = .01, R = .39

df =100 p = .05, R = .16; p = .01, R = .25

* p <.05
** p <.01

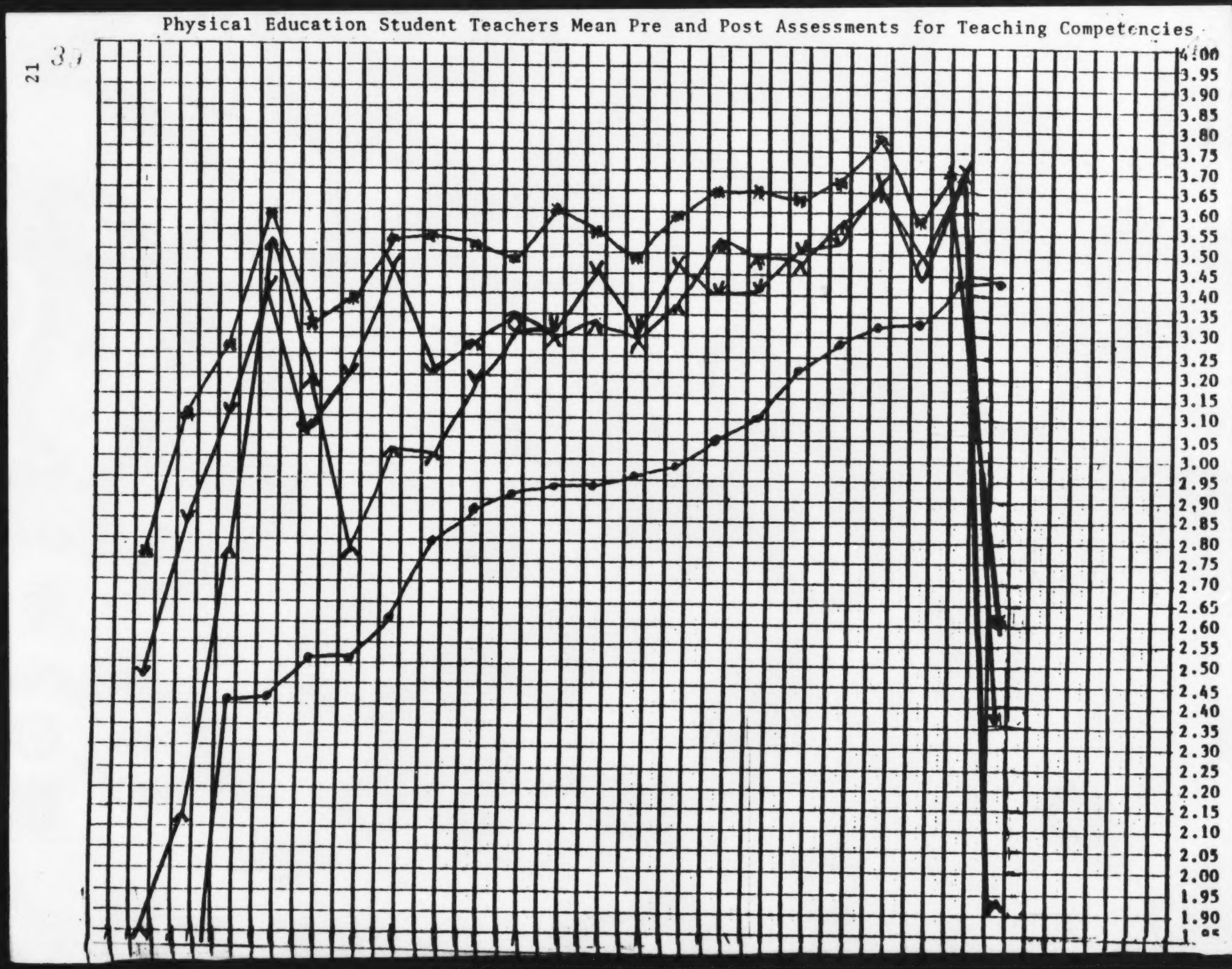
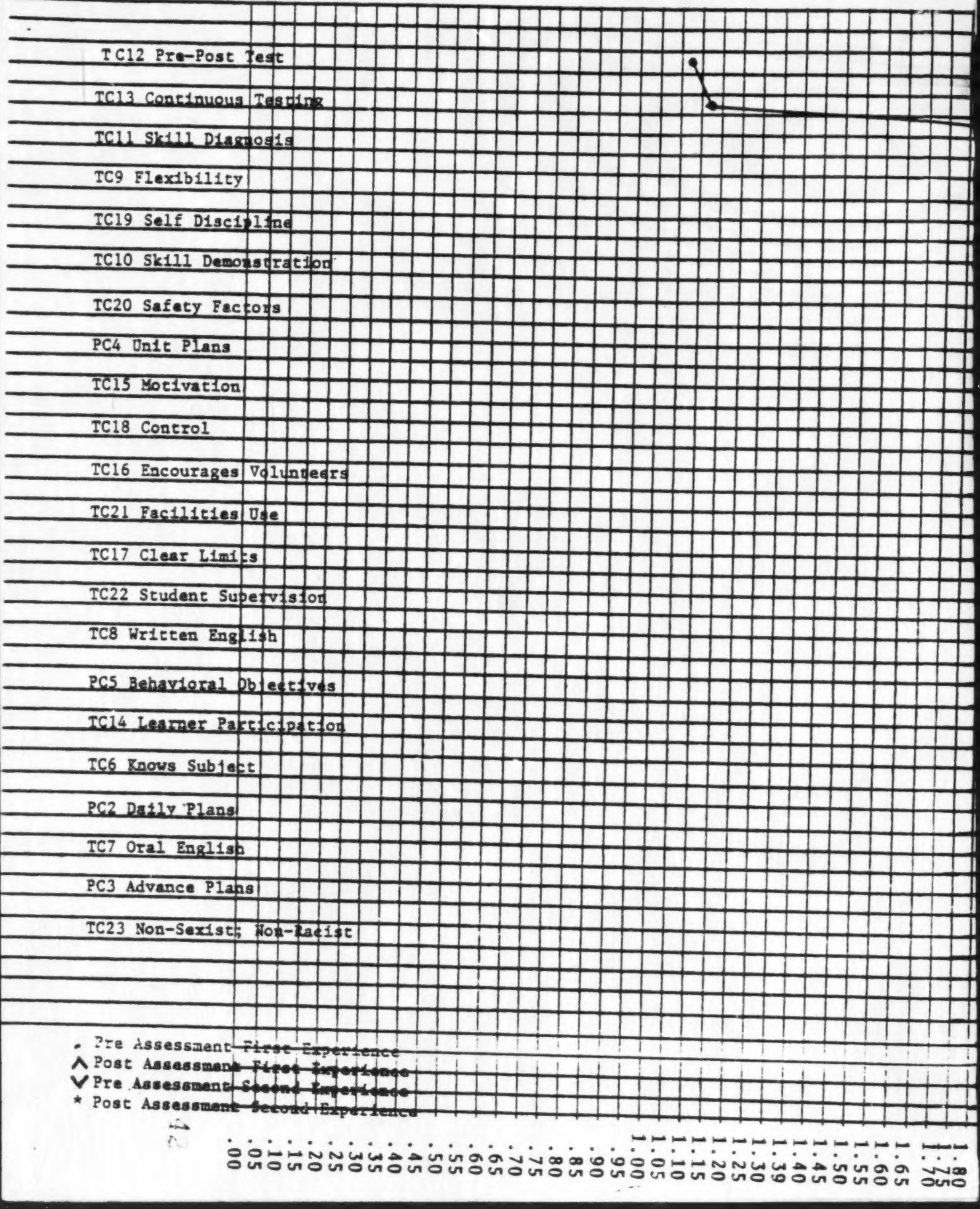

Physical Education Student Teachers Mean Pre and Post Assessments for Teaching Competencies
4.00
3.95
3.90
3.85
3.80
3.75
3.70
3.65
3.60
3.55
3.50
3.45
3.40
3.35
3.30
3.25
3.20
3.15
3.10
3.05
3.00
2.95
2.90
2.85
2.80
2.75
2.70
2.65
2.60
2.55
2.50
2.45
2.40
2.35
2.30
2.25
2.20
2.15
2.10
2.05
2.00
1.95
1.90

Figure I — Physical Education Planning and Teaching Competencies
Mean Pre and Post Assessments


TC12 Pre-Post Test
TC13 Continuous Testing
TC11 Skill Diagnosis
TC9 Flexibility
TC19 Self Discipline
TC10 Skill Demonstration
TC20 Safety Factors
PC4 Unit Plans
TC15 Motivation
TC18 Control
TC16 Encourages Volunteers
TC21 Facilities Use
TC17 Clear Limits
TC22 Student Supervision
TC8 Written English
PC5 Behavioral Objectives
TC14 Learner Participation
TC6 Knows Subject
PC2 Daily Plans
TC7 Oral English
PC3 Advance Plans
TC23 Non-Sexist; Non-Racist
. Pre Assessment First Experience
^ Post Assessment First Experience
v Pre Assessment Second Experience
* Post Assessment Second Experience
.00 .05 .10 .15 .20 .25 .30 .35 .40 .45 .50 .55 .60 .65 .70 .75 .80 .85 .90 .95 1.00 1.05 1.10 1.15 1.20 1.25 1.30 1.39 1.40 1.45 1.50 1.55 1.60 1.65 1.75 1.80

Physical Education Student Teachers Mean Pre and Post Assessments for Professional Attributes

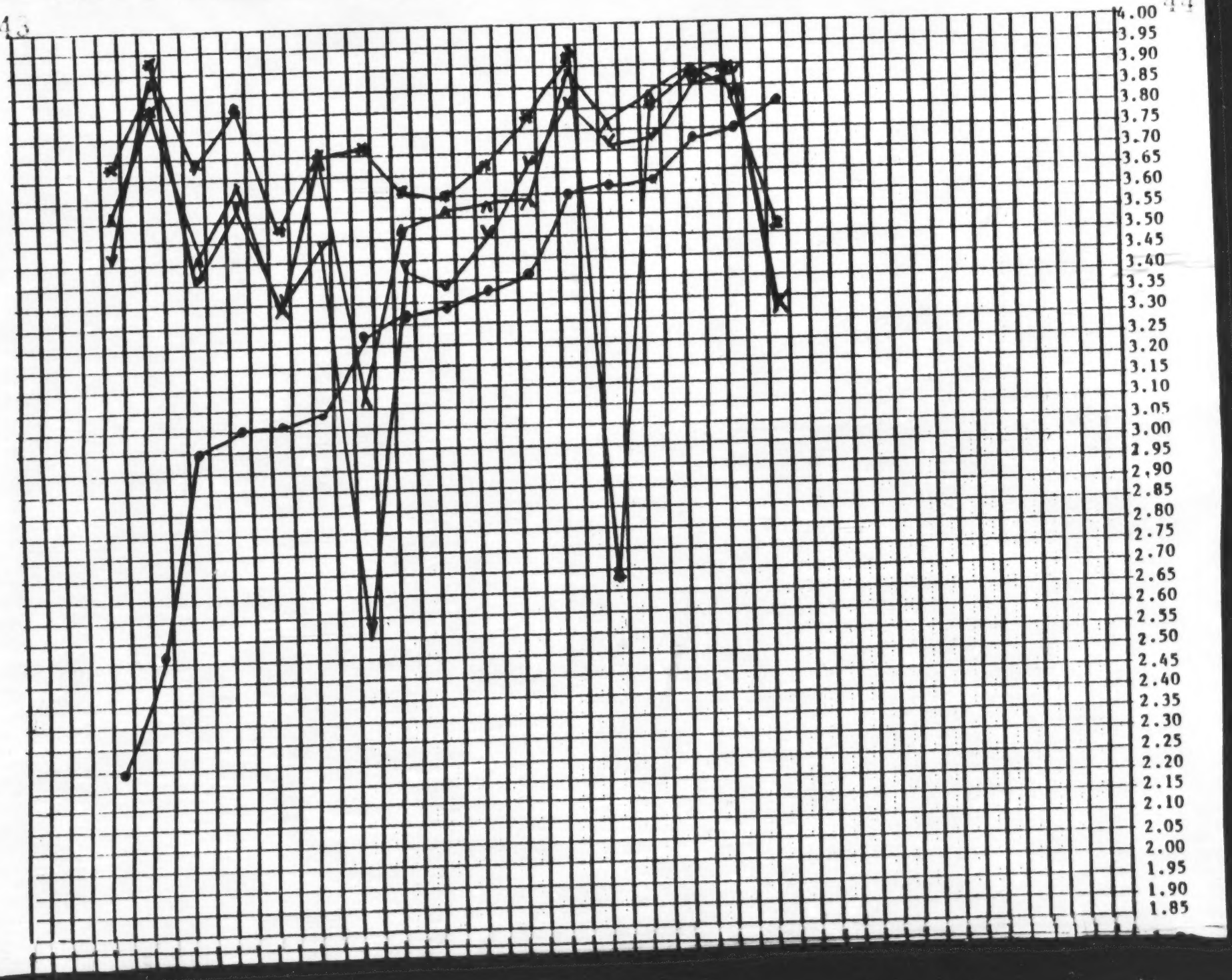


Figure II Means for Physical Education Student Teachers Pre and Post Assessments Personal and Professional Attributes

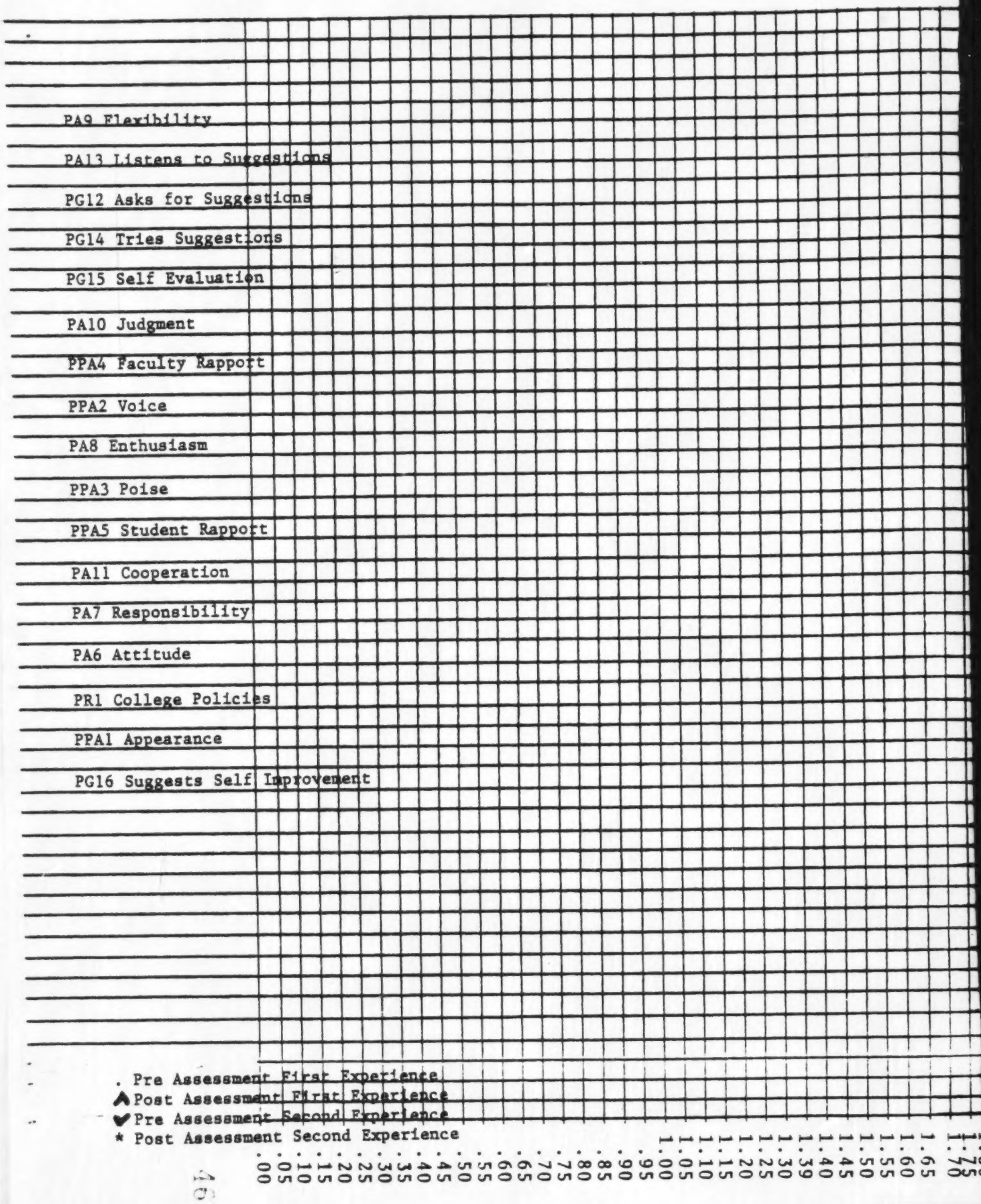
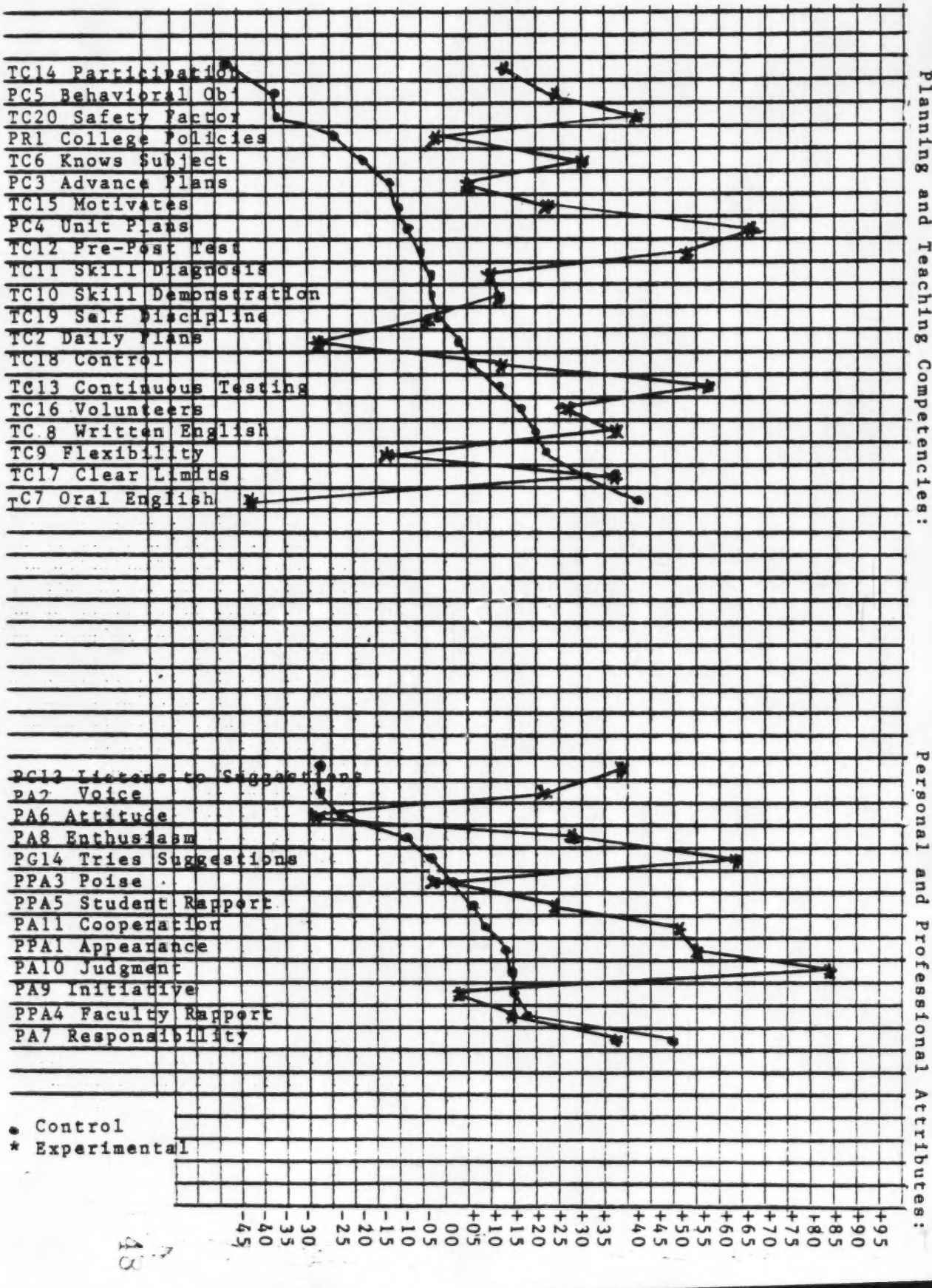

PA9 Flexibility
PA13 Listens to Suggestions
PG12 Asks for Suggestions
PG14 Tries Suggestions
PG15 Self Evaluation
PA10 Judgment
PPA4 Faculty Rapport
PPA2 Voice
PA8 Enthusiasm
PPA3 Poise
PPA5 Student Rapport
PA11 Cooperation
PA7 Responsibility
PA6 Attitude
PR1 College Policies
PPA1 Appearance
PG16 Suggests Self Improvement
. Pre Assessment First Experience
▲ Post Assessment First Experience
✔ Pre Assessment Second Experience
* Post Assessment Second Experience
.00 .05 .10 .15 .20 .25 .30 .35 .40 .45 .50 .55 .60 .65 .70 .75 .80 .85 .90 .95 1.00 1.05 1.10 1.15 1.20 1.25 1.30 1.39 1.40 1.45 1.50 1.55 1.60 1.65

Figure III Physical Education Student Teachers Interjudge Reliability Coefficient Gain Scores from Pre to Post Assessment for Experimental and Control Groups



Appendix

Role Competencies and Professional Attributes for Physical Education Student Teachers

WEST CHESTER STATE COLLEGE — SCHOOL OF HEALTH SCIENCES — DEPARTMENT OF PHYSICAL EDUCATION

STUDENT TEACHER'S NAME _____ DATE _____

COOPERATING SCHOOL _____ SUBJECT _____

COOPERATING TEACHER _____ GRADE LEVEL _____

LEVELS OF COMPETENCE FOR THIS STUDENT TEACHER IN THIS SITUATION:

(NO) Not Observed
(U) Unacceptable: Performance below minimal level.
(S) Performance observable sometimes.
(F) Performance observable frequently.
(C) Performance observable consistently.

COMMENTS:

Please add statements that explain or substantiate the level of competence.

COMPETENCIES:	CHECK APPROPRIATE COLUMN FOR COMPETENCE:	NO	U	S	F	C
	I. PROFESSIONAL REQUIREMENTS:					
(PR1)	Student teacher follows college and assigned school policies relative to attendance, dress, and requirements.					
	II. PLANNING COMPETENCIES:					
(PC2)	A. Plans are written daily					
(PC3)	B. Plans are completed in advance					
(PC4)	C. Prepares units prior to first lesson					
(PC5)	D. Objectives are written in behavioral terms					
	III. TEACHING COMPETENCIES:					
(TC6)	A. Communicates adequate knowledge of subject matter.					
(TC7)	B. Uses correct oral English					
(TC8)	C. Uses correct written English					
(TC9)	D. Demonstrates flexibility in use of plans					
	E. Skills involved are:					
(TC10)	1. Demonstrated appropriately					
(TC11)	2. Diagnosed appropriately					
	F. Learner progress is:					
(TC12)	1. Checked through pre and post testing					
(TC13)	2. Tested continuously					
	G. Learner participation					
(TC14)	1. Includes all learners					
(TC15)	2. Motivates learners					
(TC16)	3. Encourages volunteers					
	H. Demonstrates classroom control					
(TC17)	1. Communicates limits of behavior					
(TC18)	2. Uses appropriate control techniques					
(TC19)	3. Develops student self-discipline					

		NO	U	S	F	C
	I. Establishes appropriate physical environment					
(TC20)	1. Aware of safety factors					
(TC21)	2. Uses facilities adequately					
(TC22)	3. Supervises students adequately					
	J. Uses a variety of teaching styles: command, task, reciprocal, guided discovery, etc.					
	K. Uses a variety of classroom methods: lecture, role play, student reports, debates, learning centers, etc.					
	L. Uses a variety of materials: bulletin boards, films, filmstrips, commercially made materials, teacher made materials, transparencies, community resources.					
(TC23)	M. Uses techniques that encourage better understandings and inter-relationships among individuals and groups of different races, sexes, religious beliefs, national origins and socio-economic backgrounds.					

Circle those used and add others under "comments".

comments:

I. PERSONAL AND PROFESSIONAL ATTRIBUTES:

(PPA1)	A. Appearance					
(PPA2)	B. Voice					
(PPA3)	C. Poise					
(PPA4)	D. Rapport with faculty					
(PPA5)	E. Rapport with students					

II. DEMONSTRATES APPROPRIATE PROFESSIONAL ATTRIBUTES:

(PA6)	A. Attitude					
(PA7)	B. Responsibility - reliability					
(PA8)	C. Enthusiasm					
(PA9)	D. Initiative					
(PA10)	E. Judgment					
(PA11)	F. Cooperation					

III. PROFESSIONAL GROWTH:

(PG12)	A. Solicits suggestions for improvement					
(PG13)	B. Will listen to suggestions					
(PG14)	C. Will try suggestions					
(PG15)	D. Evaluates own performance					
(PG16)	E. Offers suggestions of self-improvement					